

SCHOOL READINESS PROGRAM

Request for Funding – Cycle 2

(Refining for Results)

Part II. Forms





School Readiness Program Request for Funding

Released February 2006
Revised September 2006

Forms

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School Readiness Program Application Checklist - Cycle 2

Please use this checklist to assure that you have included all of the required components of the SR application package. To prevent delays associated with State requests for additional information, confirm that each component is complete and signed as requested (if applicable).

- ☐ SR Program Application Coversheet (**Form 1**)
- ☐ Cycle 1- School Readiness Program Background
- ☐ Cycle 2- School Readiness Program Description
 - ☐ Needs Assessment Update
 - ☐ Program Description
 - ☐ Cycle 2 School Readiness Program Changes & Rationale by Result Area (**Form 2**)
 - ☐ School Readiness Program Summary (Logic Model) (**Form 3**)
 - ☐ Evaluation Design
- ☐ SR Program Funding Sources and Amounts (**Form 4**)
- ☐ Annual Budget by Expenditure Classification & Narrative (**Form 5**)
- ☐ County Coordination Funds Budget By Line Item (**Form 6**)
- ☐ Total Estimated Numbers to be Served Annually in Cycle 2 (**Form 7**)
- ☐ SR Program Partner List (include MOUs/written collaborative agreements for each) (**Form 8**)
- ☐ SR Program Participating Schools List – Cycle 2 (**Form 9**)
- ☐ SR Program Directory Information/ Program Profile (**Form 10**)
- ☐ Small County Augmentation Project Certification (if applicable) (**Form 11**)
- ☐ SR Program Request for Cycle 2 County Coordination Funds (**Form 12**)

Please do not include additional attachments.

School Readiness Program Application Coversheet

Return to:
 First 5 California
 2389 Gateway Oaks, 2nd Floor
 Sacramento, CA 95833
 Attn: School Readiness Partnerships Office

Due Date:
January 30, 2007
Due no later than 5:00 p.m.
 (early submissions are encouraged)

Application Information

		Amount of State First 5 SR Funds Requested (4-year total): \$
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For State FIRST 5 CALIFORNIA Use

Name of County Commission:		SR Program:	
Executive Director:		Contact Person:	
Address:		Address:	
City:	Zip Code:	City:	Zip Code:
Phone:	Email:	Phone:	Email:

County Commission Signature (Provide an original signature below)

Agreements and Certifications:

The County Commission agrees to collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the School Readiness (SR) Programs consistent with the Statewide Research and Evaluation Framework adopted by First 5 California in 2005, as updated.

The County Commission agrees to provide coordination and monitoring of its funded SR Programs and acknowledges that failure to submit timely and accurate program or fiscal reports or failure to fully participate in the Statewide Evaluation, will result in a reduction of County Coordination Funds and SR Program Funds provided to the county. The County Commission agrees to participate in audits conducted by the State or its designee and to comply with all program requirements defined in this RFF and all other SR Program policies established subsequent to the RFF.

I certify that all State and County First 5 Funds will not be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4.

I certify that the required \$1: \$1 local cash match will be expended per fiscal year as described in this application and that State funds will not be used for fixed assets or capital improvements (See First 5 California Memo No. 01-04 and No. 01-06 at www.ccfc.ca.gov).

County Commission Chair or
 Executive Director's Name
 (PRINT)

Signature

Date

Cycle 2 School Readiness Program Changes and Rationale by Result Area

Complete one for each Result Area

Result Area	Cycle 1 – List Services (Mark those services that will be deleted or revised in Cycle 2 in the appropriate column)		Cycle 2- List all services that are new to Cycle 2. See Attachment 10	Rationale for Deletion, Revision, or Inclusion in Cycle 2
	Deleted	Revised		
Select one				
<input type="checkbox"/> Improved Family Functioning <i>(this corresponds to the Parenting/ Family Support Element)</i>				
<input type="checkbox"/> Improved Child Development <i>(this corresponds to the Early Care and Education Element)</i>				
<input type="checkbox"/> Improved Health <i>(this corresponds to the Health and Social Services Element)</i>				
<input type="checkbox"/> Improved Systems of Care <i>(this corresponds to the School Capacity/ Readiness and the Infrastructure and Administration/Evaluation Elements)</i>				

Cycle 2 School Readiness Program Changes and Rationale by Result Area

Complete one for each Result Area – **SAMPLE OF FORM 2**

Result Area	Cycle 1 – List Services (Mark those services that will be deleted or revised in Cycle 2 in the appropriate column) <small>Deleted Revised</small>		Cycle 2- List all services that are new to Cycle 2. See Attachment 10	Rationale for Deletion, Revision, or Inclusion in Cycle 2
Select one <input checked="" type="checkbox"/> Improved Family Functioning <i>(this corresponds to the Parenting/ Family Support Element)</i> <input type="checkbox"/> Improved Child Development <i>(this corresponds to the Early Care and Education Element)</i> <input type="checkbox"/> Improved Health <i>(this corresponds to the Health and Social Services Element)</i> <input type="checkbox"/> Improved Systems of Care <i>(this corresponds to the School Capacity/ Readiness and the Infrastructure and Administration/Evaluation Elements)</i>	Home Visitation –using no specific format.		<input checked="" type="checkbox"/>	Service: Targeted Intensive Parent Support Services Continue to provide home visitation in Cycle 2. However, we will be using the Parents as Teacher curriculum (PAT) to ensure desired outcomes. Evidenced-based Practice: Parents as Teacher
	Job Fair	X		Service: Adult Education Provide better-targeted services with quality standards. Evidenced-based Practice: Community Based English Tutoring (CBET)

School Readiness Program Summary (Logic Model)
Complete One Summary for each of the Four Result Areas

Result Area _____

A. OUTCOME	B. SERVICE & FUNDING SOURCE	C. EVIDENCE-BASED OR PROMISING PRACTICE	D. INDICATOR	E. PARTNER
1.	<input type="checkbox"/> SR Only <input type="checkbox"/> Blended <input type="checkbox"/> Leveraged	<input type="checkbox"/> EB <input type="checkbox"/> PP	Data Source:	
2.	<input type="checkbox"/> SR Only <input type="checkbox"/> Blended <input type="checkbox"/> Leveraged	<input type="checkbox"/> EB <input type="checkbox"/> PP		
3.	<input type="checkbox"/> SR Only <input type="checkbox"/> Blended <input type="checkbox"/> Leveraged	<input type="checkbox"/> EB <input type="checkbox"/> PP		
4.	<input type="checkbox"/> SR Only <input type="checkbox"/> Blended <input type="checkbox"/> Leveraged	<input type="checkbox"/> EB <input type="checkbox"/> PP		

See instructions and definitions on the following page.

Form 3 Instructions

A. OUTCOME

List and identify with **bold font** the State Annual Report Requirements first. Identify an outcome from **Attachment 7**, along with the corresponding Indicator, that you will track and report on to the State Commission as described in the *Research & Evaluation Framework*. Complete sections B-E, including the Data Source, for that Outcome. This data will be reported to the State Commission in aggregate form (i.e., intake and follow-up data). Small counties (i.e., annual SR allocation of \$100,000) may refer to [http:// www.f5ac.org](http://www.f5ac.org) for Statewide Evaluation Annual Reporting Requirements.

List additional Outcomes, in each Result Area. Complete sections B-E for each Outcome. Data/information collected on these indicators should be included in your local evaluation reports. The First 5 California's *Child, Family, & Community Indicators* (August 2002), found at <http://www.prop10evaluation.com>, and **Attachment 7** can be used to identify specific outcomes.

B. SERVICE & FUNDING SOURCE

List all Services you will provide to achieve each Outcome. **Attachment 8** must be used for your service selection.

Check the appropriate funding source:

- SR funds only (both State and local matching funds; funds listed on Budget Form 4)
- Blended funds (State and local matching funds + other partner funds not part of cash match)
- Leveraged funds (No SR funds).

C. EVIDENCE-BASED OR PROMISING PRACTICE

List the practice(s) you will employ with each Service AND indicate whether it is an Evidence-based or Promising Practice. See **Attachment 10**.

D. INDICATOR & DATA SOURCE

Identify the Indicators and the Data Source you will use to track the corresponding Outcome. **Attachment 7** must be used for State Annual Reporting Requirements and the First 5 California's *Child, Family, & Community Indicators* (August 2002) may be used as an additional resource for non-state reporting indicators.

E. PARTNER

List the program Partners that will help achieve each Outcome.

School Readiness Program Funding Sources and Amounts

(Please list all Partners on Form 8 including In-Kind Partners)

The dollar amounts shown here reflect the funds being received from First 5 California and those cash dollars received by either the County Commission or other local partners. Indicate funding source by state fiscal year (July 1-June 30) of Cycle 2. Do not include in-kind contributions or county coordination funds on this form.

SR Program Name:

Funding Source		(1)FY _____	(2)FY _____	(3)FY _____	(4)FY _____	CYCLE 2 TOTAL ALLOCATION
A. County Commission Cash Match						
B. Funding Partners Cash Match	Indicate with an X, those funds that go directly to/through the Commission					
1.						
2.						
3.						
4.						
5.						
Total Local Funding (A+B) Cash Match						
C. Small County Augmentation Redirection (See Attachment 7)						
Total Local Funds ((A+B)-C)						
D. State Commission Funding						
Total School Readiness Funding (((A+B)-C)+D)						

The local match requirement is 1:1 (at least \$1.00 local cash match for every \$1.00 of State First 5 California funds).

Note: If local partners forfeit funding, the County is responsible for all local cash match.

Annual funding and budget totals on Forms 4 and 5 should equal one another.

School Readiness Program SR Funding Source and Amount

(Please list all Partners on Form 8 including In-Kind Partners)

The dollar amounts shown here reflect the funds being received from First 5 California and those cash dollars received by either the County Commission or other local partners. Indicate funding source by state fiscal year (July 1-June 30) of Cycle 2. Do not include in-kind contributions or county coordination funds on this form.

SR Program Name: ABC School Readiness Program

Funding Source		(1)FY 06/07	(2)FY 07/08	(3)FY 08/09	(4)FY 09/10	CYCLE 2 TOTAL ALLOCATION
A. County Commission Cash Match		\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
B. Funding Partners Cash Match	Indicate with an X, those funds that go directly to/through the Commission					
1. Head Start		\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
2. ABC	X	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
3. IT Inc.	X	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
4. Rotary	X	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Total Local Funding (A+B) Cash Match		\$237,000	\$237,000	\$237,000	\$237,000	\$948,000
C. Small County Augmentation Redirection						
Total Local Funds ((A+B)-C)						
D. State Commission Funding		\$168,750	\$168,750	\$168,750	\$168,750	\$675,000
Total All School Readiness Funding (((A+B)-C)+D)		\$405,750	\$405,750	\$405,750	\$405,750	1,623,000

The local match requirement is 1:1 (at least \$1.00 local cash match for every \$1.00 of State First 5 California funds).

Note: If local partners forfeit funding, the County is responsible for all local cash match.

Annual funding and budget totals on Forms 4 and 5 should equal one another.

School Readiness Program Annual Budget by Expenditure Classification

Do not include County Coordination funds on this form.

County Commission:	SR Program:					
	Amount of State and Local Funds Budgeted **					
Budget Categories (List Detail) (See GFOA Management Guide*)	Program Year 1 FY 07/08			Program Year 2 FY 08/09		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services						
2. Benefits						
3. Materials and Supplies						
4. Contractual Services						
5. Capital Improvements (\$0 for state funds)						
Total Annual Budget						

Note: A budget narrative that clearly describes each line item in detail must accompany this form. Please see sample.

Annual funding and budget totals on Forms 4 and 5 must be equal.

* The guide can be found at www.f5ac.org/mguide.

** Local cash match includes county commission matching funds and local partner cash match (must equal total of Form 4 lines A +B)

**School Readiness Program
Annual Budget by Expenditure Classification**

Do not include County Coordination funds on this form.

County Commission:

SR Program:

Amount of State and Local Funds Budgeted**						
Budget Categories (List Detail) (See GFOA Management Guide)	Program Year 3 FY 09/10			Program Year 4 FY 10/11		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services						
2. Benefits						
3. Materials and Supplies						
4. Contractual Services						
5. Capital Improvements (\$0 for state funds)						
Total Annual Budget						

Note: A budget narrative that clearly describes each line item in detail must accompany this form. Please see sample.
Annual funding and budget totals on Forms 4 and 5 should equal one another.

** Local cash match includes county commission matching funds and local partner cash match (must equal total of Form 4 lines A + B)

**School Readiness Program
Annual Budget by Expenditure Classification**

Do not include County Coordination funds on this form.

County Commission: First 5 County

SR Program: ABC SR Program

Amount of State and Local Funds Budgeted						
Budget Categories (List Detail) (See GFOA Management Guide)	Program Year 1 FY 07/08			Program Year 2 FY 08/09		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services	140,000	45,000	185,000	147,000	47,250	194,250
Program Coordinator	75,000	0	75,000	78,750	0	78,750
Outreach Worker	0	45,000	45,000	0	47,250	47,250
Health Program Specialist	65,000	0	65,000	68,250	0	68,250
2. Benefits	21,000	6,750	27,750	22,049	7,087	29,136
Program Coordinator	11,250	0	11,250	11,812	0	11,812
Outreach Worker	0	6,750	6,750	0	7,087	7,087
Health Program Specialist	9,750	0	9,750	10,237	0	10,237
3. Materials and Supplies	6,000	7,000	13,000	2,000	1,000	3,000
Computer Equipment	4,000	5,000	9,000	0	0	0
Office Supplies	2,000	2,000	4,000	2,000	1,000	3,000
4. Contractual Services	55,000	110,000	165,000	65,951	113,413	179,364
Evaluator	25,000	50,000	75,000	25,000	50,000	75,000
Dental Van and Services	30,000	60,000	90,000	30,000	60,000	90,000
Collateral Development Firm	0	0	0	10,951	3,413	14,364
5. Capital Improvements (\$0 for state funds)	15,000		15,000	0		0
Bungalow offices	15,000		15,000	0		0
Total Annual Budget	\$237,000	\$168,750	\$405,750	\$237,000	\$168,750	\$405,750

**School Readiness Program
Annual Budget by Expenditure Classification**

Do not include County Coordination funds on this form.

County Commission: First 5 County

SR Program: ABC SR Program

Amount of State and Local Funds Budgeted						
Budget Categories (List Detail) (See GFOA Management Guide)	Program Year 3 FY 09/10			Program Year 4 FY 10/11		
	Local Cash Match	State Funds	Total	Local Cash Match	State Funds	Total
1. Personal Services	154,352	49,612	203,964	162,069	52,093	214,162
Program Coordinator	82,690	0	82,660	86,824	0	86,824
Outreach Worker	0	49,612	49,612	0	52,093	52,093
Health Program Specialist	71,662	0	71,662	75,245	0	75,245
2. Benefits	23,152	7,442	30,594	24,311	7,814	32,125
Program Coordinator	12,403	0	12,403	13,024	0	13,024
Outreach Worker	0	7,442	7,442	0	7,814	7,814
Health Program Specialist	10,749	0	10,749	11,287	0	11,287
3. Materials and Supplies	2,000	1,000	3,000	2,000	1,000	3,000
Computer Equipment	0	0	0	0	0	0
Office Supplies	2,000	1,000	3,000	2,000	1,000	3,000
4. Contractual Services	57,496	110,696	168,192	48,620	107,843	156,463
Evaluator	25,000	50,000	75,000	25,000	50,000	75,000
Dental Van and Services	20,000	50,000	70,000	17,000	48,057	65,057
Mobile Book Project	12,496	10,696	23,192	6,620	9,786	16,406
5. Capital Improvements (\$0 for state funds)	0		0	0		0
Bungalow offices	0		0	0		0
Total Annual Budget	\$237,000	\$168,750	\$405,750	\$237,000	\$168,750	\$405,750

**ABC School Readiness Program
FY 1 Budget Narrative by Expenditure Classification
(Sample)**

The First 5 County Commission will continue its commitment to the ABC SR Program. The continued development of the ABC School Readiness Program, in partnership with the First 5 County, and other local county SR partnerships and services has resulted in a comprehensive SR program that provides a multilayered, family focused, strength-based program. The ABC SR Program continues to be an important part of the First 5 County strategic plan as well as meeting the assessed need of the counties 0-5 children and families. We hope to continue this strong partnership with all our partners in providing direct services to our youngest children and continue to create opportunities for leveraging.

A. Four-Year Total Revenue Budget	\$1,623,000
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First 5 County Cash Match (4-year total)	\$400,000
Local Partner Cash Match (4-year total)	\$548,000
First 5 CCFC SR Funds (4-year total)	\$675,000

B. FY 1 Annual Budget	\$405,750
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First 5 County Cash Match	\$100,000
Local Partner Cash Match	\$137,000
First 5 CCFC SR Funds	\$168,750

Budget narrative for FY 1 by expenditure classification:

1. Personal Services	Total \$185,000
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Program Coordinator
Outreach /Home Visitor

Health Program Specialist/Nurse

The ABC School Readiness Program has hired:

SR Program Coordinator at a salary of \$75,000 to be paid for by First 5 County.

Outreach/Home Visitor (PAT) at a salary of \$45,000 paid for by CCFC State funding. Home visitor will visit at least 15-20 families per month.

Health Program Specialist/Nurse will be hired to provide immunizations and annual physical exams for children 0-5. The salary is \$65,000 to be paid for by the First 5 County.

2. Benefits

Total \$27,750

SR Program Coordinator	\$11,250
Outreach /Home Visitor	\$ 6,750
Health Program Specialist/Nurse	\$ 9,750

See above descriptions.

3. Materials and Supplies

Total \$13,000

Computer Equipment	\$ 9,000
Office Supplies	\$ 4,000

Office supplies for SR Coordinator, Home Visitor, and Health Specialist.

Total \$13,000 - \$6000 paid by First 5 County and \$7000 paid for by State CCFC.

4. Contractual Services

Total \$165,000

Evaluation Excellence, an evaluation firm, contract at a cost of \$75,000.

\$25,000 paid by First 5 County and \$50,000 by CCFC State funding.

For the provision of local evaluation services specific to ACB SR Program, includes the local evaluation design, data collection tool development, data collection and analysis, and evaluation report development and dissemination.

Smiles for Miles contract at a cost of \$90,000.

30,000 paid by the First 5 County and \$60,000 by CCFC State funding.

This amount will partially fund a dentist, a dental assistant, caries prevention and treatment, supplies, gas /mileage, and promotional material. IT Inc. and XYZ Foundation are funding the remainder of the costs for the dental van

For the provision of mobile van services for children 0-5 served by ABC SR Program, includes monthly visits to 6 family childcare and 10 preschool sites in the program's catchment area. Funds a dentist, dental assistant, carry prevention and treatment supplies, gas/mileage, and promotional materials.

5. Capital Improvements

Total \$15,000

The First 5 County is paying \$15,000 rent for one bungalow office.

Please note this narrative sample only includes one fiscal year, however a four-year budget narrative is required.

Also note that the numbers provided in the Sample Budget were given as an example and do not reflect actual costs for Programs mentioned. Actual costs may vary.

**School Readiness Program
County Coordination Funds
Budget By Line Item**

County Commission:	SR Program:			
	Amount of County Coordination Funds Budgeted			
Line Items	Program Year 1 FY 07/08	Program Year 2 FY 08/09	Program Year 3 FY 09/10	Program Year 4 FY 10/11
1. SR Program Management (e.g., operations, planning)				
2. SR Program Services				
3. SR Program Evaluation				
TOTAL COUNTY COORDINATION BUDGET				

Note: If applicable, show a reduction of the Small County Augmentation Project (SCAP) amount if County Coordination funds were chosen on Form 11 (Option 1).

**School Readiness Program
County Coordination Funds
Budget By Line Item**

County Commission: ABC County	SR Program: ABC School Readiness Program			
	Amount of County Coordination Funds Budgeted			
Line Items	Program Year 1 FY 07/08	Program Year 2 FY 08/09	Program Year 3 FY 09/10	Program Year 4 FY 10/11
1. SR Program Management (e.g., operations, planning)	\$50,000	\$50,000	\$50,000	\$50,000
2. SR Program Services	\$20,000	\$20,000	\$20,000	\$20,000
3. SR Program Evaluation	\$27,000	\$27,000	\$27,000	\$27,000
Small County Augmentation Program ABC County has chosen to pay SCAP using County Coordination funds (Option 1) \$100,000 - \$3,000 = \$97,000				
TOTAL COUNTY COORDINATION BUDGET	\$97,000	\$97,000	\$97,000	\$97,000

Note: If applicable, show a reduction of the Small County Augmentation Project (SCAP) amount if County Coordination funds were chosen on Form 11 (Option 1).

School Readiness Program
Total Estimated Numbers to be Served Annually in Cycle 2

NOTE: This information must be consistent with Annual Report expectations. Annually each SR Program will report population data by service area. Estimated and actual numbers should be as close to unduplicated as possible and will assist First 5 California in establishing SR Program Maintenance of Effort during Cycle 2.

Categories (Descriptions found on following page)	Numbers		
Numbers to be Served			
Children (0 to less than 3)			
Children (3 to 5)			
Children (Age Unknown)			
Special Needs Children - 0 to less than 3 3 to 5 Age unknown			
Parents/Guardians			
Other family members			
Providers			
TOTAL			
Ethnic Breakdown	Children	Parents/ Guardians	Other Family Members
Alaska/American Indian			
Asian			
Black/African-American			
Hispanic/Latino			
Pacific Islander			
White			
Multiracial			
Other/Unknown			
TOTAL			
Primary Language - Spoken at home			
English			
Spanish			
Other			
Unknown			
TOTAL			

Category Descriptions

- **Numbers Served:** Children, families, and/or service providers who participate in activities or receive services, including those that are family oriented, directly from program staff or volunteers. Population served includes, children (0 through 5), parents, other family members, and service providers receiving services. The number served should be an unduplicated count of the number of children, family members, and/or service providers served for a particular program. The population served should be an unduplicated count of participants that received that particular set of activities. If a participant received this service more than once, they should only be counted once.
- **Ethnicity of the population served:** The ethnic or racial category that best describes the program participant. The racial categories used are those included in the U.S. Census. In addition, the ethnic category “Latino” is used.
- **Primary language of population served:** The language predominantly or exclusively spoken at home.
- **Age:** The number of children who are being served either directly or indirectly (i.e., through services provided to parents/guardians and/or other family members), who are younger than 3 years, 3 years old up to their 6th birthday, or of unknown age.
- **Children with Special Needs:** For the SR Program’s data collection and reporting purposes, children with special needs are defined as: children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age), children eligible for preschool special education and/or related services under Part B (619) of IDEA, and/or children with a mental health diagnosis (the First 5 California Special Needs Project uses a broader definition).

At the time of application, this form is used to estimate the population to be served. Census data is available by zip code and can be used to assist you in preparing this form. In the subsequent years, this form will be used as a report to help to determine if the SR program is on track and is fully operational.

**School Readiness Program
Partner List – Cycle 2**

Name/Title	Agency and Address	Phone/Email	New Partner for Cycle 2 (Y or N?)	Providing Local Cash Match (Y or N?)

NOTE: Please attach an MOU/collaborative agreement for each partner listed.

School Readiness Program Participating Schools List – Cycle 2

Please list the names and CDS codes of all the schools included in the School Readiness Program.

Note: First 5 California may use the first school listed on this form for the purpose of Application identification.

CDS Code*	District	School	Current API Score **	New SR Site in Cycle 2? Y/N

* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory.

** Current API scores can be found at <http://dq.cde.ca.gov/dataquest/>.

NOTE: Please attach an MOU/agreement for each school and/or school district listed.

SCHOOL READINESS PROGRAM – CYCLE 2
PROGRAM DIRECTORY INFORMATION/PROGRAM PROFILE (SR FORM P)

Summarize the major services of each School Readiness Program. These descriptions will appear on the First 5 California website and will be used for information and training purposes.

County Commission: Executive Director: Address: Phone: FAX: E-Mail:	School Readiness Program: Contact: Title: Street: City/Zip: Phone: FAX: E-Mail:
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School District/School	Enrollment	Grades

School District/School	Enrollment	Grades

List additional schools on another sheet.

Community Characteristics	
Services (List at least one service in each Result Area)	
Funding and/or Collaborative Partners Please indicate the type of Partner F = Funding C = Collaborative	

This form must be submitted annually with program updates.

SMALL COUNTY AUGMENTATION PROJECT CERTIFICATION
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Please check the option that the County Commission has chosen for the Small County Augmentation Project. This form only needs to be completed by the 27 identified counties on Attachment 7, Column 6.

_____ Option 1. Reduce County Coordination Funds

I certify below that the County Commission will maintain prior service levels for its School Readiness Program(s) throughout Cycle 2 funding (Form 7) and has identified in the application response to this RFF, the estimated amount of County Coordination allocation per fiscal year to be redirected for the Small County Augmentation Project (Form 6).

_____ Option 2. Reduce State SR Program allocation that is not currently budgeted for use

I certify below that the County Commission has sufficient Cycle 2 SR Program funds available to meet its Small County Augmentation Project commitment AND certify that sufficient funds are available to maintain prior service levels or increased service levels as approved in the application response to this RFF, throughout Cycle 2 funding. The County Commission has identified on Form 4 the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project (Attachment 7).

_____ Option 3. Reduce State SR Program allocation from one selected SR Program

I certify below that County Commission School Readiness Program (*please specify SR Program*) _____ has been selected as the SR program to participate in the Small County Augmentation Program. The County Commission agrees to submit annual fiscal reports that document the full restoration of SR funds to this program (using local cash match sources as defined in this RFF document), and certify the SR Program will maintain prior service levels or increased service levels as approved in the application response to this RFF (Form 7). The County Commission has identified on Form 4 the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project. The County Commission also understands that if this option is chosen, the second disbursement for the fiscal year will be reduced by the amount redirected for the Small County Augmentation Project (Attachment 7).

County Commission Chair (PRINT)

Signature

Date

School Readiness Program Request for Cycle 2 County Coordination Funds

Please disburse \$_____ in School Readiness (SR) County Coordination Funds to the _____ County Children and Families Commission for Fiscal Year _____. This amount equals our annual allocation for SR County Coordination Funds only, and does not include funds approved for School Readiness Matching Funds (CCFC SR Funds).

Signature

Date

Name

County Commission Chair or Executive Director

Note: If Option 1 was chosen on Form 11, only request the total amount of County Coordination funds available after the Small County Augmentation Funds (SCAP) have been subtracted from the maximum annual allocation.

SCHOOL READINESS PROGRAM

Request for Funding – Cycle 2

(Refining for Results)

Part III. Attachments





School Readiness Program Request for Funding

Attachments

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Request for Funding Guiding Policies

Guiding Policies

1. Continued Emphasis on First 5 and School Readiness Fundamentals
2. Maintenance of Effort in Existing SR School Communities
3. Implementation of Evidence-based Practices
4. Full Participation in the Statewide Evaluation
5. Collaboration Among Local and State First 5 Programs and Projects
6. First 5 Financial Management Guide Compliance
7. Parameters for Use of County Coordination Funds
8. Implementation of the Small County Augmentation Project (SCAP)
9. Submission of Timely and Accurate Annual SR Program and Fiscal Reports
10. Reporting and Program Compliance with State Fiscal, Program, and Evaluation Policy

1. Continued Emphasis on First 5 and School Readiness Fundamentals

A primary function of SR Programs is the provision and coordination of the effective delivery of quality direct services and supports for California's youngest children (0-5), including children with special needs* and English learners, and their families. County Commissions and their local partners select evidence-based practices that address the needs and interests in the SR community. Importantly, the practices must result in intensive services designed to address the needs in culturally and linguistically appropriate ways. The provision of such services must also include implementation of First 5 fundamentals, such as the First 5 California Principles on Equity (Attachment 2, the First 5 California-adapted National Education Goals Panel (NEGP) definition of school readiness, (Attachment 3 and the operational First 5 California Essential and Coordinated Elements of School Readiness (Attachment 4).

Note: For the SR Program's data collection and reporting purposes, children with special needs are defined as: children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age), children eligible for preschool special education and/or related services under Part B (619) of IDEA, and/or children with a mental health diagnosis (the First 5 California Special Needs Project uses a broader definition).

2. Maintenance of Effort in Existing SR School Communities

Existing SR school communities, served by 206 Cycle 1 SR Programs were originally selected because they were served by schools with Academic Performance Index (API)

scores primarily in the lower three deciles (1999/2000). In many cases, the API scores for schools in SR communities have increased in recent years, some to the credit of First 5 funded SR Programs, other local partners, and families.

To ensure the long-term child and family benefits of these improvements, SR activities in these communities must be continued. **Maintenance of effort means that County Commissions are expected to continue their commitments to existing SR school communities into Cycle 2 of SR programming.**

Program Modifications-Maintenance of effort in existing SR school communities does not preclude a County Commission from replacing partners and/or practices they have found to be ineffective or in the case of school closures. Changes to address any ineffective aspects of local SR programming are strongly supported. However, the requirement that existing SR school communities continue to receive coordinated direct services remains.

Program Expansion-The maintenance of effort requirement does not preclude a County Commission from expanding its local SR programming. Expansion is defined as the addition of newly funded SR Programs, practices, services, or school districts/schools. Expansion, where possible, is encouraged if it:

1. Incorporates all First 5 fundamentals; including the Principles on Equity and the Essential and Coordinated Elements of School Readiness (consistent with the Statewide Evaluation Result Areas), and addresses cultural and linguistic issues evident in the surrounding community,
2. Demonstrates that it can be implemented within the County Commission's established maximum allocation,
3. Does not result in a reduction in the level or amount of services already being provided in existing SR school communities,
4. Addresses communities served by schools with API scores in the lower 3 deciles (*NOTE: Use current API scores for expansion purposes*),
5. Demonstrates strong potential to achieve results for children (Attachment 6),
6. Supports achieving and measuring positive results for children in current and new sites,
7. Serves the needs and interests of children 0-5 and their families, as well as the surrounding community, and includes these groups in the program planning, development, and governance process, and
8. Includes all RFF Guiding Policies.

3. Implementation of Evidence-based Practices

In light of the increased focus on outcomes-based evaluations, consistent implementation of Evidence-based Practices is a major focus for Cycle 2 funding.

As part of their response to this RFF, funded SR Programs will identify and describe the Evidence-based Practices they will implement. In some cases there may be a need to implement Promising versus Evidence-based Practices (those practices with confirmed

evaluation results). All Programs must cite the source of the preliminary research base or rationale for use of the selected practice. In cases where Promising Practices are used, local evaluation data must be collected, analyzed, and reported to the State in a progress report annually to ensure that the selected Promising Practices are either resulting in measurable outcomes or that they are redesigned as needed.

Each SR Program must identify the outcome(s) targeted for each result area, the indicators to be tracked, the services provided to achieve the outcomes, the Evidence-based Practices to be used, and the data sources. The outcomes, indicators and services that may be used in developing the logic model have been identified by First 5 California, in conjunction with County representatives on the Evaluation Workgroup.

4. Full Participation in the Statewide Evaluation

The SR portion of the new Statewide Research and Evaluation Framework (July 2005) includes reporting and evaluation approaches to help stakeholders guide local decision-making.

Outcome reporting will be tailored to individual programs so a complete statewide picture of SR results can be provided. Data will be reported to First 5 California in the aggregate rather than at the individual participant level, using tools and templates designed by the State, in collaboration with the Evaluation Workgroup. However, because of the focus and importance of documenting results, programs must continue to collect outcome data for individual clients.

Three levels of data will be collected, reported, and evaluated in order to provide answers to different categories of questions. These levels include: 1) descriptive data; 2) outcome data; and 3) data produced through focused in-depth research and evaluation studies.

Data Collection Levels	Reporting Responsibilities
Level 1: Descriptive data provides standardized and consistent information statewide for the Annual Report.	Standard <u>reporting by each SR program</u> , answering questions regarding: what services are being funded and why, who is being served, how many are served and by whom, and how much is being spent.
Level 2: Outcome data provides county-specific information for the Annual Report and for use in targeted state evaluation studies.	Counties report aggregated data from outcomes and indicators. To be used to provide results information across multiple funded programs. Will answer questions about results from individual programs and for Level 3 research and evaluation work.

Level 3: Focused in-depth research and evaluation studies will provide information for purposes of accountability, improving results, evaluating statewide impact, policymaking, and future practice development.	Research and evaluation efforts to: (1) evaluate impact of specific initiatives and programs executed within or across counties; (2) evaluate the overall impact and return on investment of First 5 through enhanced community capacity and intensive longitudinal studies.
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Standard and Consistent Reporting for Accountability – Level 1

SR Program evaluation follows the Statewide Research and Evaluation Framework’s approach to accountability reporting for county-funded programs. Note that **rather than reporting by county, SR Program data elements will be reported by the “individual program”** and will reflect the program funded with First 5 California funds plus the local cash match.

Each funded program will report basic demographic and spending information to the State Commission for use in the Annual Report to answer a set of key questions.

For example:

- What services are being funded?
- Who (including specific demographic data) and how many are receiving services (in the aggregate)?
- Who is providing these services and at what cost?

Locally funded programs will be responsible for collecting and reporting these data to the State Commission, and ensuring that the data are available for three years following the end of funding. State Commission staff will summarize the information for its Annual Report on SR investments across the state, by services provided, by provider, and by recipient of services. The State Commission will also use the data reported as inputs to inform further research, identify trends, and integrate with outcome information to provide a comprehensive picture of SR investments and results as described below.

Reporting Results from a Menu of Outcomes and Indicators – Level 2

Locally funded programs are asked to identify specific outcomes that reflect their program, along with indicators to measure progress toward those outcomes. Attachment 7 is a preliminary menu of outcomes and indicators based on the Essential SR Elements. The outcomes and indicators identified by each individual program will be a limited set, but will reflect major aspects of the program goals and investments.

Within the menu, outcomes and indicators are presented in the following Result Areas:

1. Improved Family Functioning
2. Improved Child Development
3. Improved Health
4. Improved Systems of Care (must at least report on School's Readiness for Children)

State Directed Data Collection, Research and Evaluation – Level 3

These studies may include:

- Studies to identify broad trends. This component could include the evaluation of child School Readiness outcomes using the Kindergarten Entry Profile or a similar evaluation tool. Researchers could design studies using a community sample or client samples for children receiving SR Program services or in areas known to be intensively served. Other data collection methods could include parent reporting, school reporting, or other methods that can provide reliable and consistent data.
- Intensive data collection efforts. Sample data will be taken from the universe of School Readiness participants and/or sites for use in a longitudinal study. Collection and reporting could come from a representative sample geographically, demographically, or by selected practice approach.
- Applied research, case studies. This method would allow in-depth research on specific interventions and specific program designs as they are implemented. This method would allow state researchers to collect qualitative as well as quantitative information.

The Statewide Research and Evaluation Framework is available at <http://www.f5ac.org>.

5. Collaboration Among County and State First 5 Programs and Projects

School Readiness is the overarching vision for First 5 and the Essential and Coordinated Elements of School Readiness provide the framework for all other First 5 Programs and Projects. Close work among First 5 Programs and Projects at both the County and State Commission levels (e.g., CARES, Health Access, Tobacco Cessation, Special Needs Project, Power of Preschool, Oral Health, Kit for New Parents, KCET-A Place of Our Own/Los Niños en Su Casa, and Migrant Education Even Start) is essential to the overall effectiveness of SR Programs.

Applying SR Programs must articulate what First 5 Programs and Projects they are interfacing with, at what level, and with what expected results.

A description of various First 5 California Programs and Projects is available at <http://www.cffc.ca.gov/prg.htm>.

6. First 5 Financial Management Guide Compliance

The purpose of the First 5 Financial Management Guide is to help County Commissions establish and refine their financial management policies and practices. The Guide contains best practices, standard practices, and in some instances, emerging practices in governmental finance. The policies and procedures included in the Guide have been tailored, where possible, to the specific needs of First 5 County Commissions.

The Guide is a product of the joint technical assistance effort between the First 5 Association of California and the State Commission. It is a direct result of a financial management assessment of First 5 County Commissions, conducted by the Government Finance Officers Association of the United States and Canada (GFOA) in 2004. It is primarily for use by County Commission Executive Directors and their fiscal staff members, but it is also accessible to all stakeholders to inform and educate them on appropriate policies and procedures for managing First 5 financial resources in County Commissions.

The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and County Commissions when addressing financial matters, in this case with regard to SR Program funds.

The Guide covers each of the following major fiscal areas:

1. Contracting
2. Investment Management
3. Planning and Budgeting
4. Accounting
5. Financial Reporting
6. Administrative Costs

Counties and funded SR Programs are requested to use Financial Management Guide terms and definitions when reporting to or communicating with the First 5 California regarding the SR Program.

The First 5 Financial Management Guide is available at <http://www.f5ac.org/mguide/>.

7. Parameters for Use of County Coordination Funds

As SR Programs begin Cycle 2, County Coordination Funds (formerly known as Implementation Funds) will be available to assist with coordination of local SR Programs. The annual amount of available County Coordination Funds will remain stable based on the established county allocation (Attachment 7). County Coordination

Funds will be available for expenditures incurred only within the Cycle 2 funding timeframe.

As part of this RFF, counties are required to submit a budget for County Coordination Funds for prior approval by First 5 California (Form 6). The first disbursement of County Coordination Funds will be upon request by the county during the Cycle 2 application process (Form 12). Subsequent disbursements will be once per FY upon receipt of a disbursement request for the current year and an expenditure report that shows expenditure of the previous disbursement of County Coordination Funds. County Coordination Funds unspent at the close of the Cycle 2 funding period will no longer be available. Once a County Commission has applied for Cycle 2 Funds, Cycle 1 Implementation Funds will no longer be available.

County Coordination funds may be used only for the following purposes:

SR Program Management

- Staff to monitor local programs – complete typical program accountability activities (e.g., adherence to First 5 California and SR Program RFF policies, timely and accurate reporting, licensing, etc.), request and review regular progress reports, perform site visits and observe program implementation, review budgets and expenditures, prepare reports, identify areas for improvement, highlight best and promising practices, share critical challenges and successes with First 5 California staff
- Technical assistance, training, and conferences – assess and address the technical assistance/training needs of SR staff members at the County Commission and/or funded program levels
- Program operations – support areas such as program planning, development, and evaluation of SR efforts at the County Commission and/or funded program levels.

SR Program Services

- Local program services – expand program services offered at the local level by increasing program budgets (*NOTE: This may be done at the time of application only. Once program budgets are approved, they may not be increased by shifting State funds; any subsequent increases must be made using County Commission or local partner funds.*)

SR Program Evaluation

- Analysis of local evaluation data and SR-related research – solicit and analyze information regarding the status and needs of children 0-5 and their families, subsequently develop and modify programs to better address identified needs

8. Small County Augmentation Project (SCAP)

The amount of Small County Augmentation required per fiscal year will be apportioned to the 27 counties receiving the largest First 5 allocations. The Fiscal Year 04/05 local match funding required per county is shown in Attachment 7. The 27 County Commissions are offered the following three options for meeting their Small County Augmentation Project commitment, using Cycle 2 funds:

1. Reduce County Coordination Funds (Option 1)

If this option is selected, the County Commission must certify that the program will maintain prior service levels throughout Cycle 2 funding (Form 7) and identify in the application response to this RFF, the estimated amount of County Coordination allocation per fiscal year to be redirected for the Small County Augmentation Project (Form 6).

2. Reduce State SR Program allocation that is not budgeted for use (Option 2)

If this option is selected, the County Commission must demonstrate that it has sufficient Cycle 2 SR Program funds available to meet its Small County Augmentation Project commitment AND certify that sufficient funds are available to maintain prior service levels or increased service levels as approved in the application response to this RFF, throughout Cycle 2 funding (Form 7). The County Commission must identify (Form 4) the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project.

3. Reduce State SR Program allocation from one selected SR Program (Option 3)

If this option is selected, the County Commission must identify the selected SR Program, submit fiscal reports that document the full restoration of these funds (using local cash match sources as defined in this RFF document), AND certify the SR Program will maintain prior service levels or increased service levels as approved in the application response to this RFF (Form 7). The County Commission must identify (Form 4) the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project. In this option, the second disbursement for the fiscal year will be reduced by the amount redirected for the Small County Augmentation Project. This assumes that this disbursement is large enough to cover the offset.

All counties required to fund the Small County Augmentation Project (Attachment 7) must include the following in their application responses to this RFF:

1. The funding option they will use to fund the Project (Form 11) and
2. An explanation of how their allocation will be reduced each year by the amount due for the Project (Form 4 or 6 as applicable).

9. Submission of Timely and Accurate Annual SR Program and Fiscal Reports

The Annual SR Program and Fiscal Reports are due by 5:00 p.m. on November 1 of each fiscal year to:

First 5 California
2389 Gateway Oaks, 2nd Floor
Sacramento, CA 95833
Attn: School Readiness Partnerships Office

The content and format of the reports will be supplemental to what is included in the Annual Report.

1. Evaluation Reports

See Section # 4 above for a description of the various levels of evaluation and the requirement of full participation in the Statewide Evaluation (pages 31-33).

2. Fiscal Report Submittals

A report of actual expenditures by budget category must be made annually. The amounts will be the amounts included in local financial reports and will be reported according to Generally Accepted Accounting Standards for governments. Variances between actual expenditures and budget should be explained.

3. Program Status Summary

Counties will supplement the reporting of evaluation data and fiscal data with a narrative analysis of the results achieved vs. results planned. This analysis should be limited to five pages and will address:

- Results achieved and how
- Program challenges (if applicable)
- Lessons learned
- Program modifications planned to improve future results (if applicable)
- Data substantiating the type of practices in accord with Attachment 10 or a description of appropriate redesign
- Staff, partner, and/or program changes (if applicable)
- Major activities/services
- Resources to share with other SR Programs
- Updated Program Profiles (Form 10)

The use of County Coordination Funds will be reported separately from SR Program Funds. The use of unspent SR Program funds from year to year of Cycle 2 must be fully justified by the County Commission/Program and approved by the State prior to use.

As most programs have been in operation for four years prior to Cycle 2, it is anticipated that annual program expenditures of First 5 California funds will be stable.

10. Reporting and Program Compliance with State Fiscal, Program, and Evaluation Policy

Acceptance of SR Program Funds affirms a County Commission's commitment to monitor local programs, submit timely and accurate reports, and fully participate in the statewide research and evaluation process. Failure to maintain these commitments will result in a reduction of SR Program and/or County Coordination Funds provided by First 5 California, as described below.

The annual reports are due to First 5 California by November 1 of each year. The following steps will be taken in cases where Counties fail to submit timely and accurate reports for their funded SR Programs:

1. If the immediate past fiscal years (FY's) SR program, fiscal, and evaluation reports (due November 1) have not been submitted or are not complete and accurate before the start of the next FY (July 1) then the SR Program will be out of compliance for that immediate past FY.
2. If an SR Program is out of compliance, the consequences are:
 - The County Commission will be required to return all First 5 California funds that were disbursed or carried forward for use during the FY that the SR Program was out of compliance.
 - The County Commission will be required to fund First 5 California's contribution for the FY that the SR Program was out of compliance.
 - The SR Program will be on a reimbursement basis for the balance of Cycle 2 funding; however, it will not receive reimbursement for the FY that the program was out of compliance.
3. For SR programs on a reimbursement basis, First 5 California will reimburse County Commissions for budgeted State SR program expenditures if:
 - First 5 California has received and approved all past FY SR reports
 - SR amounts due to First 5 California have been paid in full
 - Requested reimbursement is for immediate past FY SR Program expenditures

First 5 California will not reimburse County Commissions for SR program expenditures prior to a past FY.

Example: SR Program XYZ

FY 06/07		FY 07/08			FY 07/08		
7/1/06	6/30/07	7/1/07	11/1/07	6/30/08	7/1/08	11/1/08	6/30/09
\$10,000 Unspent State Funds from FY 05/06			FY 06/07 reports due		If FY 06/07 forms are not complete and accurate before July 1, 2008, then county commission will return \$100,000 from FY 06/07 to state.	FY 07/08 reports due	Final date for reimbursement of State Funds for FY 07/08 Reimbursement contingent on receiving complete and accurate reports for FY 06/07 and FY 07/08 and return of \$100,000 to the State for FY 06/07
\$90,000 State funds disbursed for FY 06/07							
\$100,000 Total state funds					This SR program is on a reimbursement basis.		
					The county commission will fund the state budget for FY 06/07.		

If FY 2006/07 SR Program XYZ reports are not submitted accurately before July 1, 2008, SR Program XYZ is out of compliance and will be required to return \$100,000 to First 5 California. The County Commission is expected to fund the State portion of the SR Program's budget for FY 2006/07. SR Program XYZ will be on a reimbursement basis starting in FY 07/08. If reports for FY 2006/07 and 2007/08 are submitted and accurate by June 30, 2009, and First 5 California has received \$100,000 from the County Commission for FY 2006/07, then SR Program XYZ will be reimbursed for their FY 2007/08 First 5 California expenditures.

Principles on Equity

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity.

For Prop 10, diversity has been defined to be inclusive of children pre-natal to five years of age, regardless of immigration status, who:

- Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
- Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs. The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners. The

Advisory Committee on Diversity firmly believes that through assuring backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist the State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

1. Inclusive Governance and Participation
2. Access to Services
3. Legislative and Regulatory Mandates
4. Results-based Accountability

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

1. Inclusive Governance and Participation

Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved so that they can have an equal voice in defining their needs and finding solutions;
- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;
- Promote and support the development of emerging parent and community leaders; and
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

2. Access to Services

To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;
- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging respected community persons to promote messages;
- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data (ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority
- desired results and to design program that will remove disparities and attain desired results;
- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;
- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;
- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations (e.g., Braille, closed captioning);
- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);
- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are representative of California's children and families;
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;

- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;
- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;
- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and
- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning styles that are representative of California's children.

3. Legislative and Regulatory Mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Prop 10 programs should:

- Embrace the spirit of the law;
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;
- Inform parents of their rights and responsibilities as well as those of their children;
- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution -June 24, 1999); and
- Be held accountable for their compliance with key laws and other related mandates, for example:
 - Title VI of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;

- Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
- Language Access Laws, i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide appropriate translation services for languages spoken by 5% or more of population served;
- Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California's Early Start Program, California Department of Education's Preschool Special Education Program; and
- Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

4. Results-based Accountability

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy;
- Allocate sufficient resources to support accountability and evaluation activities;
- Use program planners, evaluators and other experts who are knowledgeable about children's differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics (ethnicity, disabilities, language, age, socio-economic status, etc.);
- Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;
- Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;

- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;
- Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

Adapted National Education Goals Panel SR Definition

The source of the NEGP criteria is a February 1998 report by the National Education Goals Panel, entitled, "Ready Schools," and it is available at <http://govinfo.library.unt.edu/negp/reports/readysch.pdf>.

- A. Children's readiness for school**
 - 1. Physical well-being and motor development**
 - 2. Social and emotional development**
 - 3. Approaches to learning**
 - 4. Language development**
 - 5. Cognition and general knowledge**
- B. Schools' readiness for children**
- C. Family and community supports and services that contribute to children's readiness for school success**

All School Readiness efforts will address California's cultural and linguistic diversity, in addition to issues for children with disabilities and other special needs.

‘ESSENTIAL AND COORDINATED’ ELEMENTS For School Readiness

Each School Readiness Program (or System) must include, or link with, the following **‘Essential and Coordinated Elements’** that support and align with the National Education Goal Panel’s three components of ‘school readiness.’ The mix of services and supports within each element needs to be coordinated and/or developed by County Commissions and their partners, including families, schools and communities, to better deliver needed services and supports while building on the resources/assets of each community. All services and supports must be culturally and linguistically appropriate and sensitive to the needs of diverse populations including children with disabilities and other special needs.

Children’s Readiness for School

1) Early Care and Education (ECE)

Includes practices that focus on school readiness goals for children such as ECE services, improved access to high quality ECE through referrals, information and outreach to parents and providers using practices that are culturally and linguistically appropriate and address the needs of children with disabilities, and improved implementation of effective practices through training for all types of ECE providers.

Family and Community Supports and Services

2) Parenting/Family Support

Includes services such as family literacy and language acquisition especially for non-native speakers, parent education, home visitation, employment development, and family court services.

3) Health and Social Services (also supports ‘Children’s Readiness for School’)

Includes outreach services such as health plan enrollment, provision of and/or referral to basic health care including prenatal care and services for children with disabilities and other special needs, comprehensive screening and assessment, mental health counseling, nutrition services, oral health services, drug and alcohol counseling, child abuse prevention and intervention, and case management

Schools’ Readiness for Children

4) School Capacity

Includes communication of Kindergarten standards, schools’ outreach to parents of children birth to 5, early care and education and Kindergarten transition programs, language development, cross-training and shared curriculum and planning for early childhood educators/care providers and early elementary teachers, and seamless provision of health, social services, after-school programs, and other supports for children and families.

Overall Support

5) School Readiness Program Infrastructure and Administration

Includes long-term family involvement/leadership development, facility purchase and set-up, program/district/county coordination, administrative support, training and professional development, and transportation. Also includes program evaluation, fiscal accountability, and collaborative governance (including families and community members). *(NOTE: for consistency with the Statewide Research and Evaluation Framework and the revised Annual Report, activities related to this element will be included in Result Area 4-Improved Systems of Care.*

Schedule of Current & New SR Program Cycles

65 Programs applied for the first round of Cycle 2 and were approved for funding beginning on July 1, 2006.

Dates of Funding: FY 06/07 – FY 09/10

July 1, 2006 - June 30, 2010

Current Cycle 1 SR Programs applying for the second round of Cycle 2 have the following applicable dates:

Application due date: January 30, 2007

Dates of Funding: FY 07/08 – FY 10/11

July 1, 2007 – June 30, 2011

Attachment 6

School Readiness Menu of Outcomes and Indicators for Statewide Evaluation

Result Area #1 Improved Family Functioning

Outcome	Services	Indicator	Data Source
Families are self-sufficient.	Adult Education and Literacy for Parents	Number of parents participating in education, training, ESL classes, literacy, and/or General Equivalency Diploma (GED).	Client level intake data with 6-month follow-ups and at termination of services. Aggregated data will be reported to the State.
	Targeted Intensive Parent Support Services	Number of families who receive intensive support services through family resource centers in the School Readiness community (family resource centers, home visitation, school-linked services, etc.).	
Parents provide nurturing and positive emotional support to their children	Other Family Functioning Support Services	Parent's perception of their social support and density of social ties.	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Behavioral and Mental Health Services	Number of mothers screened & referred for depression.	
	Behavioral and Mental Health Services	Number of children living with parents with untreated mental problems or alcohol substance abuse.	

	Other Family Functioning Support Services	Number of parents who report a sense of belonging to the neighborhood/community.	
Children live in home environments supportive of cognitive development.	<p>Family Literacy Programs</p> <p>Targeted Intensive Parent Support Services, including Parenting Classes through Adult Ed.</p> <p>Family Literacy Programs</p>	<p>Number of families who report reading or telling stories regularly to their children.</p> <p>Number of parents taking parenting classes focused on supporting child physical, cognitive, socio-emotional development.</p> <p>Number of parents participating in family literacy programs.</p>	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.

Result Area # 2 Improved Child Development

Outcome	Services	Indicator	Data Sources
Children participate in early education programs.	Preschool for 3 and 4 Year Olds	Number of children ages 3-5 that regularly attend a nursery school, preschool, prekindergarten, or Head Start program by the time of Kindergarten entry.	Client level intake data with 6-month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Early Education Programs for Children	Number of children with special needs who participate in early childhood care and education programs.	
	Early Education Programs for Children	Number of eligible children enrolled in Early Head Start or another evidence-based infant/toddler program.	
	Early Education Programs for Children	Number of children ages 0-3 who participate in an evidence-based program delivered in the home, such as Parents as Teachers.	
Children receive early screening and intervention for developmental delays and other special needs. Note: Report on this	Comprehensive Screening and Assessments	Number of children under age 3 who receive a comprehensive developmental screening within the last 6 months.	Client level intake data with 6- month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Comprehensive Screening and	Number of children over age 3 who receive a comprehensive developmental	

outcome in Result Area 2 OR Result Area 3, but not in both.	Assessments Comprehensive Screening and Assessments	screening in the last 12 months. Number of children identified with disabilities/special needs who receive developmental services by the time of kindergarten entry.	
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Result Area # 2 Improved Child Development

Outcome	Services	Indicator	Data Sources
Children enter kindergarten ready for school.	Choose appropriate service area that is consistent with the strategies being used to address this outcome.	Number of children entering kindergarten ready in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development.	Child assessment by teachers and parent interviews (i.e. DRDP/MDRDP). Aggregated data will be reported to the State.
Children ages 0-5 are making developmental progress towards school readiness.	Choose appropriate service area that is consistent with the strategies being used to address this outcome.	Number of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development.	Child assessment by teachers and parent interviews (i.e. DRDP/MDRDP). Aggregated data will be reported to the State.
Children have access to high-quality early care and education.	Early Education Provider Programs	Number of licensed and accredited family child-care spaces per 100 children in SR catchment areas (counties without CARES funding only).	Survey programs to assess licensing status
	Early Education Provider Programs	Number of licensed and accredited centers per 100 children in SR catchment areas (counties without CARES funding only).	Survey programs to assess accreditation status
	Early Education Provider Programs	Number of providers with Bachelor's Degrees and 24 ECE units (counties without CARES funding only).	Survey programs to assess provider education status

Result Area # 3 Improved Child Health

Outcomes	Services	Indicators	Data Sources
Children have health insurance.	Health Access	Number of children 0-5 served by SR programs with health insurance (counties without State Health Access funding only).	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Health Access	Number of children 0-5 served by SR programs with health, vision, and dental insurance (counties without State Health Access funding only).	
Children receive preventive and ongoing regular health care (as recommended by the AAP).	Primary Care Services	Number of children 0-5 who received the recommended number of well-baby and child checkups.	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.
	Primary Care Services	Number of children 19-35 months who are fully immunized.	
	Health Access	Number of children with a regular medical home.	
Children have good oral health.	Oral Health	Number of children 0-5 who received dental services in the past year (including screening & treatments).	Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.

Result Area # 3 Improved Child Health

Outcome	Service Area	Indicator	Data Sources
<p>Children receive early and comprehensive screening and intervention for developmental delays or other special needs. Note: Report on this outcome in Result Area 2 OR Result Area 3, but not in both.</p>	Comprehensive Screening and Assessments	Number of children under age 3 who receive a comprehensive developmental screening within the last 6 months.	<p>Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.</p>
	Comprehensive Screening and Assessments	Number of children over age 3 who receive a comprehensive developmental screening in the last 12 months.	
	Comprehensive Screening and Assessments	Number of children identified with disabilities/special needs who receive developmental services by the time of kindergarten entry.	
<p>Children are healthy and well nourished.</p>	Nutrition and Fitness Education	Number of children 0-5 who are in the expected range of weight for their age and sex.	<p>Client level intake data with 6 month follow-ups and at termination of SR services. Aggregated data will be reported to the State.</p>
	Home Visitation for Newborns	Number of families served by home visitation programs that focus on postpartum and neonatal health.	
	Breastfeeding Assistance	Number of mothers who are breastfeeding at 6 months.	

Result Area #4 Improved Systems of Care

Outcome	Services	Indicator	Data Sources
<p>Schools are ready for children. NOTE: It is recommended that counties report on one indicator for EACH outcome in Result Area 4.</p>	Schools' Readiness for Children	<p>Number of elementary schools with home to school transition plans that meet the criteria of the NEGP "ready schools." http://govinfo.library.unt.edu/negp/reports/readysch.pdf</p>	Annual survey of school personnel and parents.
	Schools' Readiness for Children	Number of schools with procedures that facilitate continuity between early care and education programs and elementary schools as described by NEGP "ready schools"	Annual survey of school personnel and early care and education program staff
	Schools' Readiness for Children	Number of preschools with formal linkages to public schools and private elementary schools, child-care centers, home-visiting programs, and community resources.	Survey and assessment of the types of formal linkages (i.e. funding, training, co-located, joint planning etc.)
	Schools' Readiness for Children	Number of children who participate in school-linked transition practices that meet NEGP criteria.	Parent survey

<p>Systems are ready for children and families. NOTE: It is recommended that counties report on one indicator for EACH outcome in Result Area 4.</p>	Service Outreach, Planning, Support and Management	Number of participants reporting satisfaction with the content, quality, and family centeredness of services.	Parent survey
	Case/Care Management	Amount of time families have to wait between initial referral and receipt of services.	Parent survey
	Program Management	Number of instances of joint planning and decision making with other agencies.	Survey and assessment of linkages with other agencies.

Attachment 7

County SR Allocation Table and Small County Augmentation Project (SCAP) Funds Due

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SCAP Funds Due
Alameda	\$1,624,889	\$6,499,556	\$400,000	\$6,899,556	\$28,395
Alpine	\$100,000	\$400,000	\$100,000	\$500,000	
Amador	\$100,000	\$400,000	\$100,000	\$500,000	
Butte	\$159,196	\$636,784	\$200,000	\$836,784	
Calaveras	\$100,000	\$400,000	\$100,000	\$500,000	
Colusa	\$100,000	\$400,000	\$100,000	\$500,000	
Contra Costa	\$918,998	\$3,675,992	\$400,000	\$4,075,992	\$17,341
Del Norte	\$100,000	\$400,000	\$100,000	\$500,000	
El Dorado	\$100,000	\$400,000	\$100,000	\$500,000	
Fresno	\$1,665,172	\$6,660,688	\$400,000	\$7,060,688	\$19,231
Glenn	\$100,000	\$400,000	\$100,000	\$500,000	
Humboldt	\$100,000	\$400,000	\$100,000	\$500,000	
Imperial	\$168,061	\$672,244	\$200,000	\$872,244	\$3,467
Inyo	\$100,000	\$400,000	\$100,000	\$500,000	
Kern	\$1,185,464	\$4,741,856	\$400,000	\$5,141,856	\$15,903
Kings	\$224,210	\$896,840	\$400,000	\$1,296,840	
Lake	\$100,000	\$400,000	\$100,000	\$500,000	
Lassen	\$100,000	\$400,000	\$100,000	\$500,000	
Los Angeles	\$16,670,523	\$66,682,092	\$1,360,000	\$68,042,092	\$196,877
Madera	\$199,701	\$798,804	\$200,000	\$998,804	
Marin	\$136,369	\$545,476	\$200,000	\$745,476	\$3,610

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SCAP Funds Due
Mariposa	\$100,000	\$400,000	\$100,000	\$500,000	
Mendocino	\$100,000	\$400,000	\$100,000	\$500,000	
Merced	\$568,400	\$2,273,600	\$400,000	\$2,673,600	\$5,249
Modoc	\$100,000	\$400,000	\$100,000	\$500,000	
Mono	\$100,000	\$400,000	\$100,000	\$500,000	
Monterey	\$813,554	\$3,254,216	\$400,000	\$3,654,216	\$9,272
Napa	\$100,000	\$400,000	\$100,000	\$500,000	
Nevada	\$100,000	\$400,000	\$100,000	\$500,000	
Orange	\$3,785,714	\$15,142,856	\$400,000	\$15,542,856	\$58,342
Placer	\$145,797	\$583,188	\$200,000	\$783,188	\$4,538
Plumas	\$100,000	\$400,000	\$100,000	\$500,000	
Riverside	\$2,162,689	\$8,650,756	\$400,000	\$9,050,756	\$34,762
Sacramento	\$1,322,605	\$5,290,420	\$400,000	\$5,690,420	\$25,062
San Benito	\$100,000	\$400,000	\$100,000	\$500,000	
San Bernardino	\$2,910,323	\$11,641,292	\$400,000	\$12,041,292	\$38,676
San Diego	\$2,771,826	\$11,087,304	\$400,000	\$11,487,304	\$57,241
San Francisco	\$520,998	\$2,083,992	\$400,000	\$2,483,992	\$10,889
San Joaquin	\$885,058	\$3,540,232	\$400,000	\$3,940,232	\$13,235
San Luis Obispo	\$119,303	\$477,212	\$200,000	\$677,212	
San Mateo	\$602,861	\$2,411,444	\$400,000	\$2,811,444	\$13,142
Santa Barbara	\$479,565	\$1,918,260	\$400,000	\$2,318,260	\$7,421
Santa Clara	\$1,803,123	\$7,212,492	\$400,000	\$7,612,492	\$35,242
Santa Cruz	\$350,186	\$1,400,744	\$400,000	\$1,800,744	\$4,342
Shasta	\$100,000	\$400,000	\$100,000	\$500,000	
Sierra	\$100,000	\$400,000	\$100,000	\$500,000	
Siskiyou	\$100,000	\$400,000	\$100,000	\$500,000	

COUNTY	ANNUAL SR PROGRAM	TOTAL 4-YR SR PROGRAM	TOTAL 4-YR COUNTY COORD.	TOTAL ALLOCATION	FY 04/05 SCAP Funds Due
Solano	\$380,788	\$1,523,152	\$400,000	\$1,923,152	\$7,620
Sonoma	\$325,873	\$1,303,492	\$400,000	\$1,703,492	\$7,396
Stanislaus	\$544,098	\$2,176,392	\$400,000	\$2,576,392	\$10,327
Sutter	\$100,000	\$400,000	\$100,000	\$500,000	
Tehama	\$100,000	\$400,000	\$100,000	\$500,000	
Trinity	\$100,000	\$400,000	\$100,000	\$500,000	
Tulare	\$837,292	\$3,349,168	\$400,000	\$3,749,168	\$9,662
Tuolumne	\$100,000	\$400,000	\$100,000	\$500,000	
Ventura	\$799,345	\$3,197,380	\$400,000	\$3,597,380	\$15,115
Yolo	\$178,019	\$712,076	\$200,000	\$912,076	\$3,084
Yuba	\$100,000	\$400,000	\$100,000	\$500,000	
TOTAL	\$47,960,000	\$191,840,000	\$14,660,000	\$206,500,000	\$655,441

Attachment 8

First 5 Result Areas and Services (Adapted from the Annual Report)

Result Areas and Services

Result Area	Services
Result Area 1: Improved Family Functioning (Family Support, Education and Services)	<ul style="list-style-type: none"> ▪ Behavioral and Mental Health Services ▪ Adult Education and Literacy for Parents ▪ Family Literacy Programs ▪ Community Resource and Referral ▪ Distribution of Kit for New Parents ▪ Provision of Basic Family Needs (Food, Clothes, Housing) ▪ Targeted Intensive Parent Support Services, including Parenting Classes through Adult Ed. ▪ Other Family Functioning Support Services
Result Area 2: Improved Child Development (Child Development Services)	<ul style="list-style-type: none"> ▪ Preschool for 3 and 4 Year Olds ▪ Comprehensive Screening and Assessments* ▪ Targeted Intensive Intervention for Identified Special Needs* ▪ Early Education Programs for Children (Other than School Readiness & Preschool for 3 & 4 year olds) ▪ Early Education Provider Programs ▪ Kindergarten Transition Services ▪ Other Child Development Services
Result Area 3: Improved Health (Health Education and Services)	<ul style="list-style-type: none"> ▪ Breastfeeding Assistance ▪ Nutrition and Fitness Education ▪ Other Health Education ▪ Health Access ▪ Home Visitation for Newborns ▪ Oral Health ▪ Prenatal Care ▪ Primary Care Services (Immunizations, Well- Child Checkups) ▪ Comprehensive Screening and Assessments* ▪ Targeted Intensive Intervention for Identified Special Needs* ▪ Safety Education and Intentional and Unintentional Injury Prevention ▪ Specialty Medical Services ▪ Tobacco Cessation Education and Treatment ▪ Other Health Services
Result Area 4: Improved Systems of Care	<ul style="list-style-type: none"> ▪ Service Outreach, Planning, Support and Management ▪ Provider Capacity Building, Training & Support ▪ Community Strengthening Efforts ▪ Schools' Readiness for Children ▪ Program Management ▪ Case/Care Management Integration

*School Readiness Programs should report on these service areas in either Result Area, but not in both.

SR Program Glossary of Terms

I. General Definitions

Result Area – An aggregation of program areas specifically designated to realize one of the four *Results to be Achieved*, as established at the inception of the First 5 initiative.

Result Area 1 = Improved Child Development

Result Area 2 = Improved Family Functioning

Result Area 3 = Improved Health

Result Area 4 = Improved Systems of Care

Services – A program or aggregation of programs of a particular purpose (e.g. address oral health issues in children) or designed to achieve the outcome detailed throughout the glossary.

II. School Readiness Practices

Scientifically-based practices: practices that are supported by randomized field trials that include random selection/assignment and control groups that have been carefully implemented, monitored, and evaluated to demonstrate effectiveness of a model or practice.

Evidence-based practices: practices that are supported by implementation studies that that may lack randomization and/or control groups, but have been carefully implemented, monitored, and evaluated to demonstrate effectiveness of a model or practice.

(Note: Implementing evidence-based practices should incorporate all elements and must be carefully monitored and evaluated. Selecting individual elements of a practice is not recommended, and may not produce the same results as the unmodified Evidence-based practice.)

Promising practices: practices that have been in place a short time (less than five years) that do not have sufficient evidence of improvement of student performance. These practices must have been carefully implemented, monitored, and evaluated to demonstrate effectiveness of some intermediate step that leads to improved student performance.

The above definitions are taken from the University of Indianapolis, Center of Excellence in Leadership of Learning Web site: <http://cell.uindy.edu/clearinghouse/index.php>

III. Result and Services Definitions

RESULT AREA 1: Improved Family Functioning (includes Family Support, Education, and Services)

Behavioral, Alcohol and Other Mental Health Services – Providing behavioral and mental health services, including substance abuse services and treatment, and counseling and/or therapy for children or adult family members, including play, parent-child interaction approaches, child-abuse counseling and family therapy.

Adult Education and Literacy for Parents – Programs that provide parents with education, training, ESL classes, literacy, and/or a General Equivalency Diploma (GED). Note: Adult Education parenting classes should be reported in Targeted Intensive Parent Support Services.

Family Literacy Programs – Programs designed to increase the amount of reading that parents do with their children. Programs may include educating parents about the benefits of reading or looking through books and other written materials with children. May include adult literacy programs such as “Even Start,” “Reach out and Read,” “Raising a Reader,” etc.

Community Resource and Referral – Programs that provide referrals or service information about various community resources, such as medical facilities, counseling programs, family resource centers, and other supports for families, for instance, 211 services or community resource reporting.

Note: If the major emphasis is resource and referral to a specific service(s), the cost and services should be linked to the specific service. This category should reflect services that are designed as a broad practice for linking families with community services.

Distribution of Kit for New Parents – Programs whose purpose is to provide and/or augment the First 5 California Kit for New Parents to new and expectant parents. This should include programs and services whose primary purpose is the distribution of kits to new parents (e.g. a hospital visitation program to new mothers). Those programs for which distributing new kits constitutes a component of a broader effort should be reported within that broader effort. (e.g. providing kits as part of a Home Visiting for Newborns program or a prenatal care program should be reported under those categories).

Provision of Basic Family Needs (Food, Clothing, Housing) – Programs that provide meals, groceries, or store certificates for food through programs such as food pantries; providing clothing; assisting families in obtaining emergency funding or household goods (e.g., major appliances) and assisting families find temporary or permanent housing and related case management services.

Targeted Intensive Parent Support Services Programs – Programs whose purpose is to provide intensive support services to families at risk including home visitation, parenting classes provided through Adult Education programs, groups, or other support opportunities for parents or expectant parents to increase knowledge and skills related to parenting and improved family functioning. Examples of topics include positive discipline, ways to cognitively stimulate infants and children, stages of child development, and infant care. Note: Parent education programs on a specific topic related to Early Childhood Development or Health should be included within that service area reporting, where appropriate.

Other Family Functioning Support Services – Other services for improved family functioning and any other areas that do not fall under the program areas listed below.

RESULT AREA 2: Improved Child Development (Child Development Services)

Preschool for 3 and 4 year-olds – Programs designed to expand the availability of preschool for three and four year-olds distinct from a comprehensive school readiness program. This would include funding slots within existing preschool settings, or funding specific preschool expansion efforts, or Power of Preschool programs or other programs in which the intensity and quality are similar to Power of Preschool criteria.

Comprehensive Screening and Assessments – Programs that provide screening and diagnostic services including behavioral, mental health, developmental and physical health. This includes screening programs that measure cognitive/intellectual functioning, language and communication skills, independent-living skills, social and emotional development, and perceptual/motor functioning to identify children who show developmental delays, determine the nature and extent of the problem, and recommend a course of treatment and care.

Targeted Intensive Intervention for Identified Special Needs – Programs designed for early intervention for children with special needs, pre-diagnosis and post-diagnosis. Examples include case coordination, targeted special services, and pre-assessment services.

Early Education Programs for Children (Other than School Readiness and Preschool for 3 and 4 year-olds as defined below) – Programs with the purpose of providing quality intensive educational activities and experiences for children intended to foster social, emotional, and intellectual growth and prepare them for further formal learning. Also to be included are formal activities that provide access to programs including subsidies.

Note: “Drop in,” or short-term programs (e.g. Jump Start) should be noted under Other Child Development Programs.

Early Education Provider Programs – Training and educational services, supports, and funding to improve the quality of care and/or improve facilities. Examples include CARES, facility grants, supply grants, etc. directed at providers.

Kindergarten Transition Services – Programs that provide classes, home visits, camps, tours, or other activities designed to help children be more comfortable and accustomed to the learning environment, expectations, activities, and personnel of school when they enter kindergarten. This category also includes individual child learning plans and school-wide transition plans.

Other Child Development Services – Programs that provide child development services that do not fall into any of the categories listed above, for example “drop in” or short-term programs.

RESULT AREA 3: Improved Health (Health Education and Services)

Breast Feeding Assistance – Providing services and promoting the benefits of breastfeeding, including classes and individual support to women, families, employers, and the community on the benefits of breastfeeding.

Nutrition and Fitness Education – Programs whose purpose is to provide information and services about nutrition and fitness and obesity prevention. Examples include programs designed to teach the basic principles of healthful eating (including the basic food groups), food handling, and food preparation and shopping skills, vitamin and mineral requirements, and the relationship of nutrition to the preservation of good health (including obesity prevention and maintaining health during the pre and post natal period) and the prevention of illness.

Other Health Education – Programs whose purpose is to provide information and services about health, other than nutrition, fitness and obesity prevention (as defined above).

Health Access – Programs that assist families in obtaining enrollment in health insurance programs, ensure utilization of health services, retention strategies, premium payments or subsidies and includes state matching programs such as Healthy Families and Healthy Kids. This does not include treatment programs.

Home Visitation for Newborns – Programs designed to provide home visitation services intended to promote and monitor development of children ages 0-2.

Oral Health – Programs that provide dental screenings, checkups, cleanings, including preventative and acute treatments, education on prevention and preventative care, and related services. May include training for providers as well as for children and families.

Prenatal Care – Programs or services to promote healthy pregnancies and deliveries, including education, treatment, counseling, and other support services.

Primary Care Services (Immunizations, Well-child Check-ups) – Programs with the purpose of providing medical care services to children 0-5 including preventative, diagnostic, therapeutic, and curative care by a licensed healthcare professional.

Comprehensive Screening and Assessments – see definition in Result Area 2.

Targeted Intensive Intervention for Identified Special Needs – see definition in Result Area 2.

Safety Education and Intentional and Unintentional Injury Prevention – Education programs that provide information about child passenger safety, car safety when and how to dial 911, fire safety, water safety, increasing home safety (childproofing), not shaking babies, domestic violence prevention and unintentional /injury violence prevention. Referrals to community resources that focus on these issues may also be included.

Specialty Medical Services – Programs and coordinated services that provide emergency and critical care services for children ages 0-5 who require specialty care or have any illnesses or injuries that require immediate, short-term intervention or other specialty care services such as for chronic childhood illnesses. This category also includes follow-up on medical conditions or concerns identified from health/developmental screenings, such as autism, ADHD, vision, or asthma.

Tobacco Cessation Education and Treatment – Programs with the purpose of providing services to educate participants on tobacco-related issues or to support participants in abstaining from using tobacco products, including providing information about why smoking is unhealthful, methods for quitting, and additional supports for tobacco cessation.

Other Health Services – Providing services centered on health education and services that do not fall into one of the categories listed above.

RESULT AREA 4: Improved Systems of Care

Service Outreach, Planning, Support and Management – Services provided by Commission contractors or Commission staff including any of the following activities: Program outreach and education other than that integral to specific service areas, services planning and coordination, program monitoring, technical assistance and support, support for interagency collaboration, support for services to diverse populations, oversight of service quality, contract administration, program database management, and program support and oversight activities. Costs that should NOT be included are: administrative costs and evaluation costs, as defined in the First 5 Financial Management Guide.

Provider Capacity Building, Training and Support – General training and support of providers to improve their capacity to participate and deliver services to families with young children. General training might include assistance with creation of a business plan, grant writing workshops, sustainability workshops, large community conferences or forums or other general topics not linked to a specific service delivery or program.

Community Strengthening Efforts – Community awareness and educational events on a specific early childhood topic or on broad awareness of the importance of early childhood development. This can also include workforce development activities such as AmeriCorps/Vista but exclusive of CARES, oral health and education for providers. Activities may include community events, fair, and other venues for information distribution such as media campaigns or other public information activities. Civic engagement, advocating for policy changes or advocacy work may also be included.

Schools Readiness for Children – Services provided to promote the National Education Goals Panel (NEGP) Ten Keys to Ready Schools. Ready Schools: smooth the transition between home and school; strive for continuity between early care and education programs and elementary schools; help children learn and make sense of their complex and exciting world; are committed to the success of every child; are committed to the success of every teacher and every adult who interacts with children during the school day; introduce or expand approaches that have been shown to raise achievement; are learning organizations that alter practices and programs if they do not benefit children; serve children in communities; take responsibility for results; have strong leadership.

Case/Care Management – Intra- and cross-system coordination of services for children: identifying and attracting clients, intake and assessment, developing a coordinated service plan, advocating on behalf of the client(s) while brokering and linking different services together, implementing and monitoring service delivery, and continually evaluating and adjusting the service delivery plan while determining outcomes clients are or are not achieving.

IV. Provider Definitions

This relates to the type of provider that was responsible for providing this service to the intended population served. The provider may be the County Commission directly or an entity contracted with to provide services on its behalf.

Elementary Schools (P-6 K-6 or K-8) /Elementary School Districts – Public or private schools that serve students from kindergarten through eighth grade or a subset of those grades. These schools should be recognized as a State Department of Education accredited K-6 or K-8 school (or a subset of those grades).

County or State Educational Institutions – Any county or state entity that provides educational services at any level, exclusive of elementary schools. This would include departments of education, California Community Colleges, California State Universities or the University of California.

Community Based Agencies – An IRS recognized not for profit agency or collaborative of several agencies that are providers of health, educational or human services. These can include community-based agencies, family resource centers, a Regional Center, other non-profit organizations.

County Government Agency – An authorized County department or agency operating under the County governing structure, i.e., board of supervisors. Examples: County health, social services or mental health agencies. County Offices of Education should be reported under County or State Educational Institutions rather than this category.

Other Government Agency – An authorized local, (such as city), state or federal agency. Examples: City community or social services agencies; local city branch library, city recreation program, federal office, etc.

Private Agencies/Institutions – Any private or for-profit institution. Examples: private colleges, consulting firms, for-profit providers or hospitals.

First 5 Commission – The Commission is identified if the service is provided directly by the Commission. For example, if the County Commission hires public health nurses. This category may also be used for services under Result Area 4.

V. Population Served Definitions

Children (ages 0 to 5; up to 6th birthday) – Children ages 0 to 5 who have not yet had their 6th birthday and receive services from a commission program.

Parents/guardians and Primary Caregivers – Parents /guardians and other adults who are acting as the primary caregiver for a child age 0-5. Parents and legal guardians are included in this definition, as are foster parents, grandparents, or other family members who serve as the primary caregivers for a child age 0-5.

Other family members – Other family members include siblings age 6 or older, and adults (other than service providers, defined below) who are not primary caregivers, but who participate with children in First 5 activities.

Providers – Health, social service, educational or other providers that provide services to pregnant women and/or to children ages 0-5 in the community, whose services promote the identified First 5 Result Areas, and who participate in First 5 training or support programs, in order to strengthen their capacity to better serve the First 5 target audience.

VI. Ethnicity Categories

Alaska Native or American Indian
Asian
Black/African American
Hispanic/Latino
Pacific Islander
White
Multiracial

Other
Unknown

VII. Language Spoken in the Home Categories

English
Spanish
Other
Unknown

VIII. Age Categories

Less than three years (up to 3rd birthday)
3 to 5 years (up to 6th birthday)
Unknown

IX. Special Needs Definition

Counties are requested to report the total number of children with special needs served during the fiscal year. Children with special needs are defined for reporting purposes as:

- Children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age)
- Children eligible for preschool special education and/or related services under Part B (619) of IDEA
- Children with a formal mental health diagnosis

IDENTIFICATION OF SCIENTIFICALLY BASED, EVIDENCE-BASED AND PROMISING PRACTICES

For the purposes of this RFF, the following criteria are to be used to identify the type(s) of practices implemented in your school readiness program.

Scientifically Based Practices

1. Randomized controlled trials are well designed and implemented.
2. A clear description of (i) the practice, including who administered it, who received it, and what it cost; (ii) how the practice differed from what the control group received; and (iii) the logic of how the practice is supposed to affect outcomes.
3. The random assignment process has not been compromised.
4. Data show that there were no systematic differences between the characteristics of the intervention and control groups prior to the practice being implemented.
5. In the collection of outcome data, the outcome measures used were valid. For example, to test academic achievement outcomes, a study should use tests in which the ability to accurately measure true skill levels is well established.
6. The percent of participants that the study has lost track of when collecting outcome data is small.
7. Outcome data are collected and reported for those members of the intervention group who did not participate or complete the program.
8. Data are obtained on long-term outcomes to determine if effects of the intervention were sustained over time.
9. A peer-reviewed journal or a panel of independent experts through a rigorous, objective and scientific review has accepted the study.

Evidence-based Practices

1. The studies may be nonrandomized, or be a well designed randomized controlled trial showing the intervention's effectiveness at only one single site.
2. Randomized controlled trials are conducted in a laboratory-like setting, rather than in a typical school or community setting.
3. Randomized controlled trials showing the intervention's effectiveness for students with different academic skills and socioeconomic backgrounds than the students in your school or classroom.
4. Randomized controlled trials whose design and implementation may lack one or more elements described in the above criteria for scientifically based practices.

Promising Practices

1. Practices that have been carefully implemented, monitored and evaluated to demonstrate effectiveness of some intermediate step that leads to improved student performance, however:
 - The practice has been in place a short time (less than five years).
 - There is not sufficient evidence that shows improvement of student performance.

Note: The above criteria were extrapolated and adapted from:

- The University of Indianapolis, Center of Excellence in Leadership of Learning, web site:
<http://cell.uindy.edu/clearinghouse/index.php>
- *Identifying And Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide*. The Guide can be found on the U.S. Department of Education Web site at www.ed.gov/rschstat/research/pubs/rigoroussevid/quide.html